

DOCUMENT RESUME

ED 108 816

24

RC 008 621

AUTHOR Murphy, Donald J.
TITLE A Washington State Indian Project to Develop a Culturally-Based Occupational Career Awareness Curriculum. Final Report.
SPONS AGENCY National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
BUREAU NO P-R-2-0104
PUB DATE Jan 74
GRANT OEG-0-72-1213
NOTE 31p.

EDRS PRICE MF-\$0.76 HC-\$1.95 PLUS POSTAGE
DESCRIPTORS *American Indians; *Career Awareness; *Cultural Background; *Curriculum Development; Evaluation; Instructional Materials; Leadership; Models; *Primary Education; Reservations (Indian); Tribes

IDENTIFIERS *Washington State

ABSTRACT

Utilizing data derived from the Clallam, Lummi, Yakima, Spokane, and Kalispel tribes, a curriculum model was developed to meet the needs of American Indian children enrolled in Washington State primary schools. Project objectives were to: (1) increase adult and parental Indian involvement in the educational process; and (2) motivate Indian pupils toward occupational awareness and vocational incentive via use of cultural materials emphasizing Native American occupational history, present career opportunities, and State and Federal Indian leadership models. Designed to encompass past, present, and future Indian occupational orientations, the model involved the following development process: (1) initial contact with tribe; (2) tribal liaison groups appointed; (3) tribal group recommended persons for employment as interviewers; (4) tribal interviewers trained; (5) data collected and transcribed; (6) staff identified curriculum content; (7) data and content reviewed by tribal liaison/group; (8) curriculum products scripted; (9) scripts reviewed by tribal liaison/group; (10) scripts and stories and/or visuals reviewed by tribal groups; (11) curriculum products produced; (12) products placed in schools and tribes for evaluation; (13) evaluations reported; (14) revisions made; and (15) project disseminated. Teachers who used and evaluated the materials found them to be well developed, stimulating, and generally valuable.
(JC)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

ED108816

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

FINAL REPORT



Project No. R-2-0104
Grant No. OEG 0-72-1213

Donald J. Murphy
Dept. of Education
Central Washington State College
Ellensburg, Washington 98926

A WASHINGTON STATE INDIAN PROJECT TO
DEVELOP A CULTURALLY-BASED
OCCUPATIONAL CAREER AWARENESS CURRICULUM

January 1974

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

National Center for Educational Research
and Development

RC008621

FINAL REPORT

Project No. R-2-0104

Grant No. 0-72-1213

A WASHINGTON STATE INDIAN PROJECT TO DEVELOP
CULTURALLY-BASED OCCUPATIONAL AWARENESS CURRICULUM

Donald J. Murphy
Central Washington State College
Ellensburg, Washington 98926

January 2, 1974

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
National Center for Educational Research and Development

INTRODUCTION

This project was undertaken to develop a curriculum model, which would meet the needs of Indian children enrolled in the public schools of Washington State, with respect to two aspects of their education. First, because instructional materials pertaining to the cultural heritage of Northwest Indians were practically non-existent in the schools, there was a definite need to develop materials designed to enhance the Indian child's understanding of his cultural heritage. Second, because Indian youth need positive career guidance, there was a need for materials which would create an awareness, on the part of Indian children, of jobs and careers for Indian people.

The objectives of the project were to:

1. increase parental and other adult Indian involvement in education, by employing members of the tribes to research and evaluate cultural data, and help design curriculum materials;
2. motivate Indian pupils to learn, and develop occupational awareness and vocational incentive, through cultural materials which emphasize (a) the occupational history of native Americans, (b) career opportunities, and (c) state and national Indian people to serve as leadership models in various occupational roles;
3. initiate attitudinal change and sensitivity to Indian needs, by disseminating culturally relevant materials to schools and tribes and by providing educators and counselors in Washington State with in-service training and workshops to increase their knowledge about lifestyles, cultural contributions, and socio-economic conditions of the tribes.

Anticipated Outcomes

It was anticipated that this project would (1) provide insight into the authenticity of the documentation of Pacific Northwest Indians as traditionally presented by non-Indian historians and anthropologists; (2) serve as a national model for curriculum research and development utilizing target populations from the cultures involved; (3) offer students and teachers relevant materials with which to supplement

traditional texts; and give students Indian models to image in various occupational roles; (4) present significant contributions made to this nation by Native Americans; and (5) actively involve parents and adults in the educational process.

Prior to the submission of the project proposal, five Washington State Indian Tribes endorsed the project and agreed to participate in the program. These tribes included:

1. Clallam Indian Tribe (Lower Elwah Band) located at Port Angeles, Wash.
2. Lummi Indian Tribe located at Marietta, Wash.
3. Yakima Indian Tribe located at Toppenish, Wash.
4. Spokane Indian Tribe located at Wellpinit, Wash.
5. Kalispel Indian Tribe located at Ust, Wash.

Methods and Procedures

Step #1, Selection of Interviewers

At the outset of the project, it was determined that Indian interviewers were to be employed to interview the elders of the tribe for the purpose of gathering information on the past. The interviewers were to be trained and paid a professional wage. It was also determined that the persons interviewed were to be paid an hourly rate for their time.

Accordingly, contact was made by staff liaison personnel with the various tribal councils. In each instance the tribal councils designated some group or committee which would work with the project staff on all aspects of this curriculum development project. Usually the group designated consisted of the tribal education committee or the tribal J.O.M. committee. This committee then recommended persons which might be employed as interviewers. Contact was then made with the recommended individuals and they were employed. In the large tribes, two interviewers were hired and in the smaller tribes one interviewer was hired.

Step #2, Training of the Interviewers

Each of the interviewers traveled to the Project headquarters, located in the Center for the Study of Migrant and Indian Education on the Yakima Indian Reservation. One complete day was devoted to a training session for the interviewers. This training included a review of the interview instrument (see Appendix), discussion of the type and nature of data sought, equipment training on the use of cassette tape recorders, and a review of procedures for payment of interviewees, mileage and expense vouchers, record keeping and submission of tapes and written data.

Step #3, Transcription of the Data

Written or tape recorded data was submitted by the interviewers to the project director. Secretaries made transcripts of the information and multiple copies were reproduced for staff use. Where clarification of words or information was needed, the interviewer was contacted and, if necessary, the interviewer checked with the interviewee for clarification.

Step #4, Screening of Data on Present Day Workers

The need to obtain information on present day careers necessitated different procedures than those used to collect

data about the past. Most tribes have records of persons presently employed on or near the reservation. The committee designated to be the project liaison group on each reservation was also used in gathering information about the present day workers.

A team of two staff members visited each reservation and the team spent several days taking photographs (both black and white and color) and gathering information about job descriptions. One tribal person, usually the interviewer used in gathering data in the past, accompanied the staff team. Appointments were arranged in advanced by the tribal liaison person with the employees. The team managed ten to twelve interviews each day. Upon their return to the project office, all information was typed up and photos developed.

Step #5, Securing of Data on Future Career Possibilities

The need to obtain information on future job or career possibilities for Indian children was evident from the start of the project. The Indian children who would be using these materials would be entering the job market during the nineteen eighties. Data was gathered from:

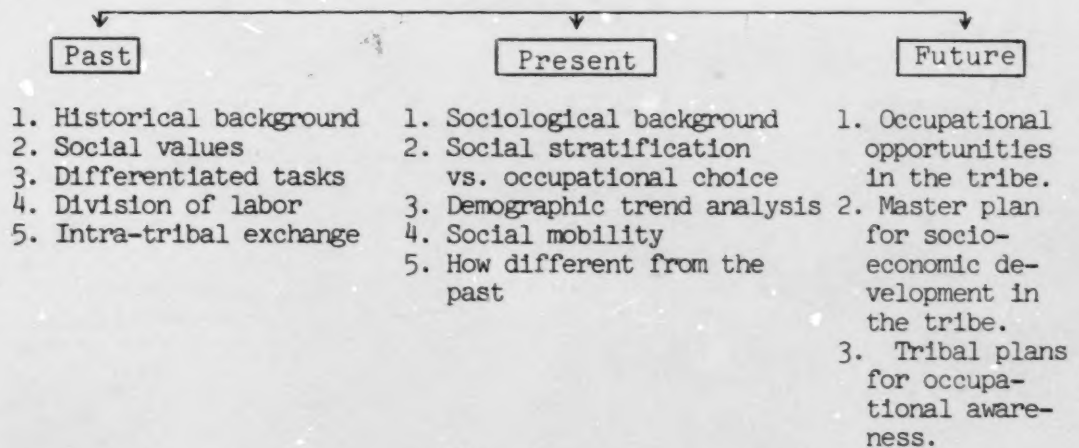
1. Interviews with reservation planners and program officers who were knowledgeable about the plans of the various tribal councils.
2. Economic surveys and feasibility studies conducted by outside firms for the tribes and various governmental agencies.
3. Reports of present day experimental programs and industries located on or near the reservation.

Data gathered for the past, the present and the future pertained to those careers which would be available on or near the reservations. No attempt was made to gather data from the national scene because such an effort was beyond the scope of this five tribe project.

At this point then, the staff had accumulated a mass of culturally based data (see Figure 1) to be used in developing a curriculum and the development of instructional materials to implement said curriculum.

Figure 1

Culturally Based Data



Analysis of the Data

Step #6, Analysis of the Data

The staff of the project, using the original transcripts, organized the data in a meaningful fashion. First, facts, concepts and generalizations were extracted and listed under the categories of food, shelter, transportation, tools, clothing, and health. Second, facts, concepts and generalizations were extracted and listed under various occupations of the past, e.g., hunter, fisherman, tool maker, etc.

Data on present day workers gathered from interviews, including the name and tribe of the worker, educational and training requirements, job descriptions and photos of the workers was placed in summary form.

Data gathered from tribal, governmental, and outside firms was also summarized in terms of future job possibilities.

Step #7, Tribal Approval of Data

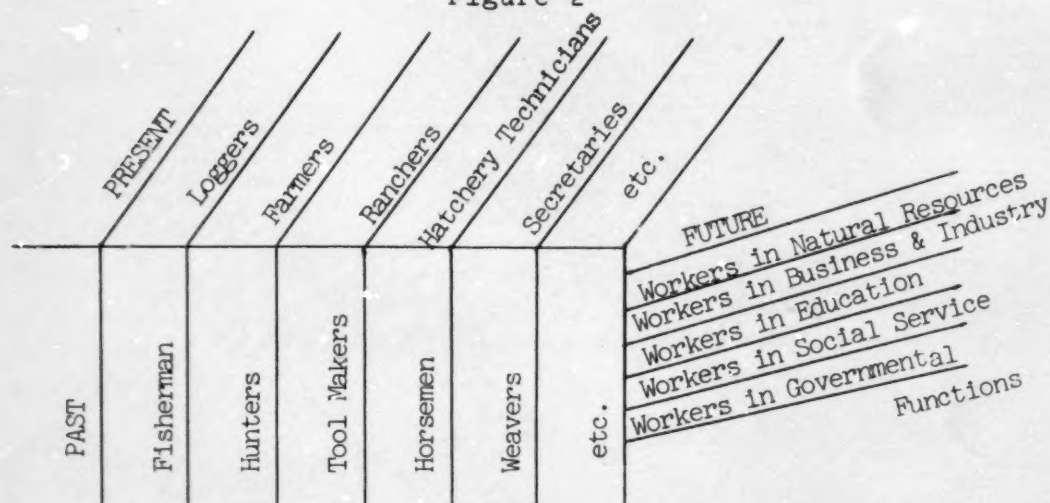
After the data for each tribe was organized, information folders were taken to the liaison group within each tribe. The material was circulated among the committee members and other interested tribal persons. At a later date, one staff member met with the liaison group to go over

the deletions, additions and corrections of the data. The validation of the collected data through the process of assessing its authenticity with tribal representatives was a crucial step in the eventual development of the curricular and instructional materials. After this validation took place, the staff proceeded with writing the actual units of work for the curriculum guide and scripting of books and visual presentations followed.

Step #8, A Working Model

To facilitate organizing the content of the various units of the curriculum guide and the preparation and production of the printed and visual materials, a theoretical model was constructed. This model permitted a visualization of the intended finished product.

Figure 2



The Past

To provide for a study of the occupational history of Native Americans, a master list of occupations of the past was developed. As indicated in Figure 2, the titles given to the occupations were descriptive of the nature of the occupation.

All of the tribes of the Pacific Northwest did some fishing. To avoid duplication and repetition, a curricular decision was made which called for emphasizing the uniqueness of fishing as it was carried out by the various tribes.

Booklets, visuals and other multi-media materials would be prepared to emphasize the concept of fishermen. These materials would also emphasize the uniqueness of the work of the fishermen in each tribe, i.e., Celilo Fishermen would emphasize net fishing on the Columbia River, Reef Fishermen of the Lummi would emphasize fishing with artificial reefs in Puget Sound waters and the Strait of Juan de Fuca, Clallam Whale Hunters would emphasize hunting for whales in the Pacific Ocean and the Strait of Juan de Fuca.

The Present

As indicated in Figure 2, the curricular concept and instructional materials would be concerned with present day workers. A cross-section of present day workers employed on or near the five reservations were interviewed and photographed. The instructional materials developed were based on such occupations as loggers, farmers, ranchers, hatchery technicians, secretaries, administrators, etc.

The Future

Data gathered from tribal and governmental reports was summarized. Facts, concepts and generalizations were identified and a single slide/tape presentation was selected as the vehicle for use in presenting the information. Jobs or careers in this section were grouped under the broad heading of Workers in Natural Resources, Workers in Business and Industry, etc.

Step #9, Scripting the Instructional Materials

A multi-media approach was selected for use in developing the instructional materials. Such an approach gave the writers more leeway in their creating of the instructional materials. If the material on a specific topic didn't mesh with a sound filmstrip approach, a talking book might be used. If a series of slides was not feasible because of a scarcity of slides, a series of study prints might be used. The writers were allowed much freedom in scripting the materials.

All instructional materials were scripted without the accompanying visuals actually in hand. It was determined that if it were impossible to obtain the needed visuals from various sources, artists would be used to create the visuals.

Because the project was understaffed, one writer scripted approximately seventy-five percent of the instructional

materials. Two other staff members scripted the remaining twenty-five percent. Other staff members and interested Indian employees of the Migrant and Indian Center, read the materials and made suggestions as to deletions, additions, or corrections.

Step #10, Tribal Approval of Scripts

Once the instructional materials were scripted for a given tribe, a meeting was set up with the liaison group for that tribe (i.e., Tribal Education Committee). The members of the Committee, plus interested elders, met with project staff members. At the meeting, the group went over the scripts paragraph by paragraph, word by word and comma by comma. This approach was used to assure that the staff, in their scripting of the material, had adhered to the basic information provided by the elders of the tribe. Approval at this point meant that the product went to production.

The Results

The culminating results of the cooperative effort put forth by the project staff and tribal members was a multi-media kit of culturally-based career awareness materials. The kit contains forty items of instructional media. The following is a breakdown by Tribe of the media and instruction topics covered within each tribe.

CLALLAM TRIBE

The Clallam Strong Men (Primary)	Booklet, Tape
The Clallam Strong Men (Inter.)	Booklet, Tape
Clallam Food From the Sea (Primary)	Booklet, Tape
Clallam Food From the Forest (Primary)	Booklet, Tape
Kle-hu: The Clallam Whale Hunter (Primary)	Booklet, Tape
Kle-hu: The Clallam Whale Hunter (Inter.)	Filmstrip, Tape
The Healthy Clallam	Tape
The Clallam Weavers	Filmstrip, Tape
The Clallam Blanket Weaver (Primary)	Booklet
Clallam Workers of Today	Slides/Tape

KALISPEL TRIBE

The Kalispel Camas People	Filmstrip, Tape
Whitefish Fishermen of the Kalispels	Filmstrip, Tape
Kalispel Story Teller	Study Prints, Tape
Buffalo Hunter of the Kalispels	Filmstrip, Tape

Hunter of the Kalispels (Primary)
Kalispel Workers of Today

Booklet, Tape
Slides/Tape

LUMMI TRIBE

Seafood Gatherer of the Lummis
Lummi Longhouse Builder
The Lummi Canoe Maker
Duck Hunter of the Lummis
Reef Fishermen of the Lummis
Lummi Aquaculture
Lummi Workers of Today

Filmstrip, Tape
Filmstrip, Tape
Filmstrip, Tape
Study Prints, Tape
Filmstrip, Tape
Filmstrip, Tape
Slides/Tape

SPOKANE TRIBE

Building the Winter Lodge (Wigwam Builder)
Spokane Food Provider
Little Otter (Primary)
Little Otter (Inter.)
Spokane Fall Fishing Camp
Spokane Tool Maker
Spokane Workers of Today

Study Prints, Tape
Filmstrip, Tape
Booklet, Tape
Booklet, Tape
Booklet, Tape
Filmstrip, Tape
Slides, Tape

YAKIMA TRIBE

Horsemen of the Yakimas
Huckleberrying at Potatoe Hill
Root Gatherer of the Yakimas
Yakima Clothing
Celilo Fishermen
If the River Could Talk (Primary)
Yakima Indian Firefighters
Yakima Workers of Today

Filmstrip, Tape
Filmstrip, Tape
Filmstrip, Tape
Filmstrip, Tape
Filmstrip, Tape
Booklet, Tape
Filmstrip, Tape
Slides/Tape

ALL TRIBES

The Future: Promise of the Reservations
Job Study Prints of Present Day Workers
Data Book
Individualized Student Task Cards
Indian Artifact Book

Slides/Tape
Study Prints
Booklet
Task Cards
Book

NOTE: All visuals (except possibly "Intermediate" booklets) are designed for use with primary-age children. Special student task cards are available with each topic for children at the primary and intermediate levels.

To complete the occupational awareness materials, some general items were included along with the instructional media previously listed. These included:

1. A Teacher's Guide.
2. Posters (2' x 3' blow ups of Black and White photos) for bulletin board use.
3. Several hundred task cards for both primary and intermediate grade pupils, based on the topics used in the instructional media.
4. Study guides for each of the forty items of instructional materials.
5. Sets of study prints of workers of today.
6. A Data Book which contains pictures and information about the terms used by the elders in recounting the past.

Field Testing

Production of the culturally-based career awareness materials was completed on September 10, 1973. The following week one set of materials was delivered to each of the tribes and one set to each school district on or near the five reservations.

Orientation meetings were held with the liaison group within each tribe and in-service meetings were held with school district representatives.

The materials were field tested in the following school districts during the 1973-74 school year:

1. Bellingham, Washington
2. Ferndale, Washington
3. Port Angeles, Washington
4. Poulsbo, Washington
5. Sequim, Washington
6. Toppenish, Washington
7. Wapato, Washington
8. White Swan, Washington
9. Granger, Washington
10. Cusick, Washington
11. Wellpinit, Washington
12. Hunter, Washington
13. Springdale, Washington

At the time of the meetings for purposes of orientation and in-service training, evaluation forms were distributed to the two groups.

Evaluation

On December 1, 1973, a follow-up letter was sent to remind all parties to return their evaluation forms by Dec. 15, 1973. Due to the limited time available to the school and tribal groups to complete their evaluations, only 20 teachers from six of the thirteen districts in four of the five tribal areas responded by Dec. 31, 1973.

The teachers found the general objectives helpful in understanding the general philosophy of the project. They indicated that the content was suitable, valid and relevant. Teaching activities suggested were considered to be broad, flexible and varied enough to meet the needs of individual students. They found the materials to be well done and effective in the classroom. The teacher's guides were helpful in planning instruction and organizing instruction.

In general, the teachers viewed the materials as being well developed. Students found the materials to be stimulating. The results of the teacher's evaluations appear on the following Teacher's Evaluation Forms. The number responding to the various choices appear in the parentheses on the form.

TEACHER'S EVALUATION OF INDIAN CAREER AWARENESS
CURRICULUM MATERIALS

I. General Information

- 1.1 School District _____ (Six reporting)
- 1.2 Subject Field _____ (Twenty respondents, 17 teachers & 3 librarians)
- 1.3 Indian (____) Non-Indian (____) Teacher (____) Check one.
- 1.4 Grade level in which materials were used:
- | | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|------------|
| | (2) | (4) | (4) | (3) | (2) | (2) | (3) |
| K | 1 | 2 | 3 | 4 | 5 | 6 | Librarians |
- 1.5 Percentage of Indian students who used the materials:
- | | | |
|----|----------------|-----|
| 1. | Lower than 10% | (2) |
| 2. | 10% - 25% | (6) |
| 3. | 25% - 50% | (3) |
| 4. | 50% - 75% | |
| 5. | 75% - 100% | (9) |

II. Reaction to Materials (Check whatever you find appropriate)

A. Objectives:

1. Did you find the general objectives to be:
- | | | |
|------|----|--|
| (4) | a. | Well stated |
| (18) | b. | Helpful in understanding the general philosophy of the project |
| (2) | c. | Consistent |
| (2) | d. | Flexible |
2. Did you find the specific objectives to be:
- | | | |
|-----|----|----------------------------|
| (4) | a. | Significant |
| (4) | b. | Specific |
| (2) | c. | Stated in behavioral terms |
| (9) | d. | Teachable |

B. Content:

1. Did you find the content of the materials to be suitable to the grade level?

- (9) a. Extremely suitable
 - (9) b. Suitable
 - (2) c. Needs some adjustments
 - d. Unsuitable
2. Did you find the materials to be relevant to the total school curriculum?
- (6) a. Extremely relevant
 - (13) b. Relevant
 - (4) c. Remotely related
 - d. Irrelevant
3. How novel did you find the materials as compared with materials used before?
- (8) a. Very novel
 - (9) b. Interesting
 - (4) c. Same
 - d. Dull and boring
4. Did you find the content of the materials to be valid?
- (8) a. Extremely valid
 - (12) b. Valid
 - (1) c. Partially valid
 - d. Invalid
5. By observing students working on the materials, how interesting do you think the content was?
- (6) a. Extremely interesting
 - (7) b. Interesting
 - (6) c. Interesting for some students only
 - d. Boring and dull

C. Methods and Activities

1. Did you find the teaching activities suggested to be:
- (12) a. Broad and flexible enough
 - (10) b. Variable and interesting
 - c. Rigid and confining
 - d. Hard to implement
2. Was it easy to integrate the materials in your teaching activities?
- (7) a. Very easy
 - (10) b. Easy
 - (4) c. Required some adjustments
 - d. Not easy at all

3. Did you find the activities suggested broad enough to meet the individual differences of your students?
- (10) a. Extremely so
(8) b. To a certain extent
(4) c. With some modifications
d. No room for individualization
4. Did you find the materials to provide you with an opportunity to use a wide variety of instructional methods (i.e., lecture, discussion, questions, field trips, etc.)?
- (15) a. Definitely so
(5) b. I am not sure
c. I don't think so
5. Did you find your white students to enjoy the activities as compared with the Indian students?
- (1) a. Enjoyed more than the Indian students
(15) b. Equally enjoyed
(3) c. Enjoyed less than the Indian students
d. Did not enjoy it at all
6. Which instructional method did you find more effective for your students in working with these materials?
- a. Lecture method
(18) b. Group discussion
(6) c. Inquiry/discovery method
(7) d. Independent study
e. Other _____

D. Audiovisual Materials

1. What is your judgment of the audio cassettes?
- (12) a. Well done
(3) b. Need improvement
(7) c. Poor quality sound
2. What is your judgment of the visual materials?
- (13) a. Good quality
(5) b. Well illustrated of concepts and ideas
c. Highly abstract to children's age and level of maturity
(1) d. Poor quality

3. What is your overall agreement of the audiovisual materials?

- (11) a. Extremely effective
- b. Rather effective
- c. Fair
- d. Poor

E. Teacher Guides

1. What is your assessment of the teacher guides?

- (11) a. Very helpful in lesson planning
- (9) b. Prescription and useful
- (2) c. Too general to be applied
- d. Vague and unclear

2. Did the teacher guides help you in securing additional related materials?

- (9) a. Very much so
- (8) b. Sometimes
- c. Very little
- d. Not at all

3. Did the teacher guides help you in building cumulative curriculum relationships?

- (5) a. Definitely
- (11) b. To some extent
- (1) c. Not at all

4. Did the teacher guides help you to organize the content and the sequence of the materials?

- (8) a. Definitely so
- (8) b. To a certain extent
- c. Minimum help
- d. Not at all

III. General Assessment

1. I personally view the materials as:

- (17) a. well developed.
- (3) b. poorly developed.
- (1) c. other

2. Did you find the materials to be fitting to your subject field?

- (19) a. Yes
(1) b. No

3. Did you find the materials to be stimulating to students' interests and challenging to their potentialities?

- (17) a. Yes
(3) b. No

4. Were your students handicapped in learning this material because of lack of cultural background?

- (3) a. Yes
(16) b. No

5. As a teacher, how do you rate the method of organizing the materials?

highest		lowest		
(6)	(7)	(5)	(1)	
a	b	c	d	e

6. Did you find difficulty in evaluating learning outcomes?

- (4) a. Yes
(12) b. No

7. Did you find all the specific objectives to be attainable?

- (7) a. Yes
(5) b. No

8. Did you find the materials helpful to the students in terms of motivating them to learn other school subjects?

- (8) a. Yes
(8) b. No

9. As a teacher, do you feel that your students enjoyed these materials as much or maybe more than other curriculum materials on Indian education?

- (16) a. Yes
(2) b. No

10. Did you find the materials to be internally consistent?

- (17) a. Yes
(2) b. No

IV. Personal Suggestions, Comments and Recommendations

Please list below any suggestions, comments or recommendations you may have regarding these materials which you feel were not covered in the above questions. Your evaluation of these materials is highly valued.

Sample Comments:

1. Lack of Indians in professions.
2. Need more on arts and crafts.
3. Some cassettes need to have volume stepped up.
4. Some Indian voices not best for tapes.
5. Need more materials like these.
6. Materials used in schools of district with favorable results. All teachers enthusiastic. Students have approved and accepted.

A special in-house formative evaluation was also conducted. This formative evaluation suggested the following technical modifications.

1. That the Teacher's Guide be reorganized, indexed and the pages renumbered and the guide printed on both sides of the paper.
2. The bibliography in the Teacher's Guide should be reorganized.
3. Materials in the Teacher's Guide should be cross-indexed.
4. The voice work on several of the tapes should be done over.
5. A few of the slides should be re-taken to eliminate out of focus shots.
6. The validity of the materials should rest with the tribal people.
7. Prior to the further dissemination of the materials a careful revision of the materials should be undertaken keeping the above points in mind.

Recommendations

1. RE: Staffing

1. Any project concerning the development of Indian Curriculum materials should have Indians as members of the project staff. Projects operated by "equal opportunity" employers must, however, give equal consideration to all qualified applicants.
2. Where possible, the project director should be of Indian origin providing that person has the necessary experiential background in curriculum and curriculum development. The major factor leading to completion of a successful curriculum development project is the leadership provided by the project director. It is recommended that the best qualified person be selected for this position irregardless of racial origin.
3. Liaison personnel employed to serve as the "go between" between the project staff and the tribal

9

people must be knowledgeable about Indian culture. Protocol is extremely important and the liaison personnel must be able to handle various situations with tact.

4. Tribal interviewers should be members of the tribe in which they are working. The Indian interviewers who worked with our staff were invaluable. They were able to communicate with the elders in their native tongue and they were able to clarify and interpret portions of the transcripts for the project staff members.
5. In each tribe a liaison group was designated to facilitate the project development in that tribe. The services of these groups were considered a tribal contribution to the project. Members of the liaison groups met with staff members to suggest ways of proceeding, to evaluate transcripts of data, and to review proposed scripts of books and other products. Without the services of these liaison groups, this project could not have been completed.
6. The role of the graphic artist in the development of curriculum materials is a crucial one. Curriculum projects of any magnitude should have at least two artists on the project staff, at least one of whom should be of Indian origin.
7. Persons attempting to undertake curriculum development projects should carefully scrutinize their staffing needs. To undertake a major curriculum development project understaffed is to doom it from the start. Too often grant recipients agree to do jobs with lump sum grants which are insufficient to do the job. A careful analysis of staffing needs in relationship to the size and scope of the proposed project is absolutely essential.

RE: Product Model

1. Project staffs should make decisions on the overall product to be developed in the early stages of the project. Working conditions for the staff will become unbearable if the staff doesn't know the direction it is going or what is expected of them in the way of an end product.
2. The model used in this project, a multi-media approach to tell the story of careers in the past,

present, and future is recommended as a viable model. If tribal elders are to make contributions about their cultural heritage, the results will of necessity be related to the past. The curriculum and accompanying materials will also be related to the past. Data on the present and future is available through tribal offices. Hence, the past, present, future model is appropriate for use as a basis for developing culturally based awareness curriculums.

3. The use of a multi-media approach in developing this product model of a culturally based career awareness curriculum was considered appropriate for several reasons. First, the materials available to staff members, in the form of slides, pictures, stories, etc., lent themselves to a variety of possible products. Second, staff members were free to use their imagination and resourcefulness because they were not tied to a single format. Third, from a cost standpoint, the approach used, permitted inexpensive products to be developed. Fourth, the approach provided teachers and children with a variety of materials ranging from talking-books to slide/tape presentations.
4. A project staff undertaking the development and reproduction of copies of various books, filmstrips, study prints, slide sets, etc., must have a fairly extensive production facility to back up the staff. In this project, the project staff utilized the extensive production facilities of the Indian and Migrant Center at Toppenish, Washington and of Central Washington State College. Without the facilities at the college, it would have been impossible to complete the project.

RE: Process Model--Steps Used

1. Initial contact with tribe.
2. Tribal Liaison groups appointed.
3. Tribal Liaison group recommends persons for employment as interviewers.
4. Tribal Interviewers are trained.
5. Data is collected and transcribed.
6. Staff identifies curriculum content.

7. Data and content reviewed by tribal liaison group.
8. Curriculum products scripted.
9. Scripts reviewed by tribal liaison groups.
10. Scripts and stories and/or visuals are reviewed by tribal groups.
11. Curriculum products are produced.
12. Products placed in schools and tribes for evaluation and testing.
13. Tribe and school personnel report on evaluations.
14. Revisions, if any are undertaken.
15. Project ready for disseminating.

RE: Process Model

1. There are three basic approaches which are used in developing Indian curriculum proposals. One is for a center or an institution to develop a proposal and then to seek tribal support. A second, is to have tribal people develop a proposal and have these people seek institutional support. A third approach would involve a cooperative proposal prepared by institutional representatives and tribal leaders.

Institutions working with the first and third approaches above should make their initial contact with a tribal organization such as the Tribal Council or the Tribal Education Committee. Individual contacts should be avoided because individuals often-times change roles and tribal organizations do not.

2. It is recommended that some liaison group be designated within each tribe to facilitate project development. The services of this group could be construed to be a tribal contribution to the curriculum project. This group would:
 - a. review project activities on each reservation.
 - b. recommend tribal members for employment as interviewers.
 - c. review data collected in the tribe.
 - d. analyze scripts for finished product.
 - e. evaluate finished products and make suggestions for revision.

3. Tribal interviewers, recommended by the tribe, should be employed at professional pay rates to interview tribal elders. It is recommended that training sessions for the interviewers be thorough and complete. Interview instruments should be developed with the interviewers present and interviewers should have a clear understanding of the kind of data which is being sought?
4. Tribal interviewees may wish to contribute their knowledge to curriculum projects without remuneration. It is recommended, however, that the interviewees be paid on an hourly basis for their time.
5. Data collected from tribal members in many instances contained gaps and omissions. It is recommended that staff members of Indian curriculum projects use libraries, museums and private collections as they search for supportive or corroborating data.
6. Data collected from tribal members should be transcribed and filed for staff use. A top notch filing system, preferably under the direction of one person, can be of invaluable assistance as projects move toward completion.
7. Private individuals on various reservations can make substantial contributions to curriculum projects. Music can be purchased, artists employed on a contract basis, voice work for tapes and stories can be obtained. It is recommended that as wide a use as possible be made of individuals residing on the reservations. When such services are contracted for, business offices should make payment as soon as possible after the services are rendered. It may be permissible to make corporations wait thirty to sixty days for payments but such an approach to individuals creates hardships.
8. The scripting and design of the end product of a curriculum project must rest with the project staff. The Indian people should review the end product and make suggestions for needed revision prior to production of the materials. Sufficient time to allow this step to take place must be built into project proposals.

RE: Dissemination

Once a curriculum project develops and refines multimedia materials for use in the classroom, there is

always a demand for copies of the final product which is greater than can be met with project funds. Requests for additional copies come from the Indian people and from school district representatives. Materials from this project need further editing and revisions based upon evaluation feedback. The materials could then be made available to the tribes and schools of the nation through some commercial firm.

APPENDIX A — ACKNOWLEDGEMENTS

The project staff wishes to acknowledge the contributions of the following members of the various tribes. Without their knowledge and their willingness to share their knowledge, this project could not have been completed.

<u>Resource Person</u>	<u>Tribe</u>	<u>Contribution</u>
J. J. Abrahamson	Kalispel	Data Contributor
Etta Adams	Spokane	Data Contributor
Josie Albrecht	Spokane	Data Contributor
Angeline Alexander	Lummi	Data Contributor
Amy Allen	Clallam	Data Contributor
Celestine Alurelia	Lummi	Data Contributor
Serena Antioquia	Clallam	Interviewer
Harvey Ballew	Lummi	Data Contributor
Annie Bluff	Kalispel	Data Contributor
Irene Buster	Clallam	Data Contributor
Al Charles	Lummi	Data Contributor
Dorothy Charles	Lummi	Data Contributor
Harold Charles	Clallam	Data Contributor
Lorraine Doebller	Clallam	Coordination of Tribal Efforts
Dry Creek Elementary Students	Clallam	Art Work
Henry Eteu	Spokane	Data Contributor
Fred Finboner	Lummi	Data Contributor
Velma Finboner	Lummi	Data Contributor
George Flett	Spokane	Art Work
Larry George	Yakima	Art Work
Mary Rose George	Yakima	Voice for Tapes
Ted George	Clallam	Voice for Tapes
Teresa Gibbs	Lummi	Interviewer
Susan Gould	Kalispel	Interviewer
Margaret Green	Lummi	Data Contributor
LaVern Hepfer	Clallam	Data Contributor
Bessie Hill	Spokane	Data Contributor
Benjamin Hillaire	Lummi	Data Contributor
Eva Hillaire	Lummi	Data Contributor
Luther Hillaire	Lummi	Interviewer
Ethel Hopie	Clallam	Data Contributor
William Hubert	Spokane	Data Contributor
Francis James	Lummi	Data Contributor
Marge James	Lummi	Voice for Tapes
Lucy Joh	Yakima	Data Contributor
Martha John	Clallam	Slides of Root Gatherer
Willie Jones	Lummi	Data Contributor
Elsie Joseph	Clallam	Photography
Eva Kinley	Lummi	Data Contributor
Frieda Kirk	Klamath/Sioux	Data Collector
		Voice for Tapes
		Artifacts Book

ACKNOWLEDGEMENTS

<u>Resource Person</u>	<u>Tribe</u>	<u>Contribution</u>
Eva Lynn	Spokane	Data Contributor
Elise Beth Martin	Lummi	Data Contributor
Archie McCrea	Spokane	Data Contributor
Hazel Miller	Yakima	Data Contributor
Herman Olson	Lummi	Data Contributor
Joe Pinkham, Sr.	Yakima	Data Contributor
Joe Pinkham, Jr.	Yakima	Data Contributor
Tallulah Pinkham	Yakima	Interviewer
Rose Mary Placid	Lummi	Data Contributor
Nettie Purser	Clallam	Data Contributor
Martha Raymond	Spokane	Interviewer
Ellen River	Yakima	Data Contributor
Lester Robbins	Yakima	Voice for Tapes
James Rosero	Lummi	Voice for Tapes
Alex Saluskin	Yakima	Data Contributor
Ellen Saluskin	Yakima	Data Contributor
Ed Sampson	Clallam	Data Contributor
Hazel Sampson	Clallam	Data Contributor
Louisa Sampson	Clallam	Songs
Leo Senior	Lummi	Data Contributor
		Voice for Tapes
Rose Senior	Lummi	Data Contributor
Arlene Sevdv	Lummi	Coordination of Tribal Efforts
		Data Contributor
Alex Sherwood	Spokane	Data Contributor
Emma Smith	Lummi	Data Contributor
Neillie Sullivan	Clallam	Data Contributor
Catherine Talley	Lummi	Coordination of Tribal Efforts
		Data Contributor
Kelly Tanawasha	Yakima	Data Contributor
Delphine Tom	Lummi	Data Contributor
Eunice Tomma	Lummi	Interviewer
Don Untuch	Yakima	Music
Joe Washington	Lummi	Data Contributor
Lorna Wilson	Lummi	Voice for Tapes
Agnes Wynne	Spokane	Data Contributor
Tribal Education Committee	Clallam	Coordination of Project
Tribal Education Committee	Kalispel	Coordination of Project
Tribal Education Committee	Lummi	Coordination of Project
Tribal Education Committee	Spokane	Coordination of Project
Tribal Education Committee	Yakima	Coordination of Project

Acknowledgement for project assistance is also extended to the following persons:

Barbara Bergstrom	Art Work, "Clallam Blanket Weavers"
Fr. J. Connally	Data Contributor
Bill Gannon	Slide of painting, "The Mustangers"
Donna Palmer	Art Work, "Fun With Careers"
Clarence Sevdv	Voice for Tapes
J. W. Thompson	Northwest Indian Photographs
Bill Voegel	Fire Fighting Slides; Horsemen of the Yakima Slides

APPENDIX B

Tribal Evaluation

Tribe _____

Individual or group doing the
evaluating _____

INDIAN CAREER AWARENESS PROJECT EVALUATION FORM

After viewing and examining the materials, please answer the following questions. We are interested in your judgment as an authority in Indian history and culture of your tribe. This judgment will help us in assessing the authenticity of the materials and the validity of the methods by which the data were collected.

1. The "interview" (on tape or written) was the major technique used in this project to collect the information which provided the foundation for our materials. How do you rate the technique?
 - ___ a. very appropriate
 - ___ b. appropriate
 - ___ c. I am not sure
 - ___ d. inappropriate
 - ___ e. totally inappropriate
2. During the data collection stage, old men and women from your tribe were used more often than young people. How do you agree with this procedure?
 - ___ a. strongly agree
 - ___ b. agree
 - ___ c. undecided
 - ___ d. disagree
 - ___ e. strongly disagree
3. The materials you just reviewed were developed from data and information collected from your tribe on career of the past, present, and future. How adequate do you think the sources were researched?
 - ___ a. adequately researched
 - ___ b. researched fully
 - ___ c. partially researched
 - ___ d. poorly researched
 - ___ e. inadequately
4. How consistent did you find the parts of the materials to be?
 - ___ a. very consistent
 - ___ b. consistent
 - ___ c. inconsistent

5. How authentic did you find the materials to be?
- ☐ a. very authentic
 - ☐ b. authentic
 - ☐ c. unauthentic
6. How consistent were the materials with the history, culture and today's living of the tribe?
- ☐ a. very consistent
 - ☐ b. consistent enough
 - ☐ c. inconsistent
 - ☐ d. contradicting to our culture
 - ☐ e. irrelevant to our culture
7. Do you think that the liaison work with the tribe was effective and helpful in achieving authenticity in our materials?
- ☐ a. very effective
 - ☐ b. somewhat effective
 - ☐ c. ineffective
8. Was the procedure for collecting, editing, and presenting the materials to the tribe effective?
- ☐ a. very effective
 - ☐ b. somewhat effective
 - ☐ c. ineffective
9. Do you think the tribe's children in the elementary school will benefit from these materials?
- ☐ a. definitely no
 - ☐ b. to a certain degree
 - ☐ c. not at all
10. If your answer to number 9 is either b or c, please tell us why you think so?
- ☐ a. Materials are unauthentic.
 - ☐ b. Materials are not well prepared for Indian children.
 - ☐ c. Difficult tasks were assigned to students.
 - ☐ d. Lack of coordination with educational authorities on the reservation.
 - ☐ e. Others (specify) _____
11. Comments: Please feel free to make any comments you wish about the materials. You may use the back of this page if you wish.

C. CENTER FOR THE STUDY OF MIGRANT AND INDIAN EDUCATION
P. O. Box 329
Toppenish, Washington 98948

INDIAN OCCUPATIONAL AWARENESS PROJECT

Interviewer or
Photographer _____ Name _____
first last maiden

Date _____ Address _____

Tape # _____ Phone _____ Tribe _____

Photographs _____ Approx. Age _____
(series numbers) Birthplace _____

CHECKLIST - Please concentrate on Job Identification

Food
-type (animal, vegetable)
-use
-where found
-when
-how gathered (tools)
-preparation
-preserved

Clothing
-material
-how gathered
-preparation
-style
-decoration
-who

Shelter
-type
-material & prep. of it
-location
-construction

Politics & Law
-government structure
-who did what
-how and when

Security
-police?
-defenders?
-how
-weapons? (Material
& how made)

Art
-what items
-how made
-material
-who did it

Child Care
-who did it
-where
-when
-how

Medicine
-what kind
-who

Play & Recreation
-games
-activities (season)
-toys

Travel
-where
-why
-how

NOTES: (Resources - follow-up, etc.)